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ABSTRACT

A total of 256 ERIC 1973 and 1974 citations dealing with inservice teacher education was reviewed. Types of documents included project and research reports, syntheses of theory and research, precis of doctoral theses, program proposals, and evaluation studies. Programs to improve the teaching of reading and math to disadvantaged students were numerous, and introductions to new curricula in other subject areas were well presented. Although many subjects were treated, the reports reflect little attempt to formulate a comprehensive program. Too often, objectives were narrow and unrelated to a larger purpose, and most of the programs focused on the teacher as an individual rather than as a member of a group. None of the reported programs was comprehensive, dealing broadly with the professionalization of teachers in a full sense. Few of the reports dealt with formal graduate study. Four documents dealing with broad concerns are identified, and a 30-item selected annotated bibliography is included. (MBM)

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IN-SERVICE TEACHER EDUCATION--SOURCES IN THE ERIC SYSTEM

by Roy A. Edelfelt

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ABSTRACT

A total of 256 ERIC 1973 and 1974 citations dealing with in-service teacher education was reviewed. Types of documents included project and research reports, syntheses of theory and research, precis of doctoral theses, program proposals, and evaluation studies. Programs to improve the teaching of reading and math to disadvantaged students were numerous, and introductions to new curricula in other subject areas were well represented. Although many subjects were treated, the reports reflect little attempt to formulate a comprehensive program. Too often, objectives were narrow and unrelated to a larger purpose, and most of the programs focused on the teacher as an individual rather than as a member of a group. None of the reported programs was comprehensive, dealing broadly with the professionalization of teachers in a full sense. Few of the reports dealt with formal graduate study. Four documents dealing with broad concerns are identified, and a 30-item selected annotated bibliography is included.

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TOPIC: *In-Service Teacher Education--Sources in the ERIC System.*

DESCRIPTORS

*Inservice Teacher Education; *Literature Reviews; *Annotated Bibliographies; *Information Sources; Program Descriptions

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*Asterisk indicates major descriptor.

What can you find in the ERIC system about in-service teacher education? A review of 1973 and 1974 ERIC entries reveals many answers to that question. The 256 entries reviewed include project and research reports of action programs, summaries and syntheses of theory and research, precis of doctoral theses, proposals for new or needed programs, reports of evaluation studies, speeches, and the like. They present a wide variety of types of in-service education. The topic itself is called by all manner of names: staff development, professional development, continuing education, retraining, graduate study, personnel development, etc. Types of programs described or proposed include courses, workshops, seminars, curriculum development, conferences, institutes, teacher centers and clinics, sabbaticals, institutional visiting, educational travel, exchange programs, minicourses, microteaching, independent study, tutorial sessions, correspondence study, simulations, role playing, video tape analysis of teacher behavior, and television lessons.

Programs helping teachers to improve in the teaching of reading and math, usually in schools with heavy populations of deprived or disadvantaged students, are numerous. Other subject areas, often introductions to new curricula such as composition, speech communications, communication skills in general, geography, economics, and political science, are also well represented. Less frequent, but covered by at least one report each, are programs about the atmosphere and climate of or the approach to teaching and learning, designed for the teacher's general background or for helping teachers to teach critical thinking, decision making, problem solving, reflective thinking, values, and human relations. In the same genre are programs to assist teachers with the humanizing of education, inductive teaching, affective education, open education, individualization of instruction, analysis of teaching-learning situations, the interactive behaviors of teachers and students, and diagnostic and prescriptive procedures. Several programs deal with approaches to integration or desegregation, attempting to alter teacher attitudes, broaden cultural awareness, or improve urban teaching. There are also programs on family life, environmental and career education. Miscellaneous additional topics include writing behavioral objectives, managing physical facilities, using resources and instructional media, and introducing new teaching strategies.

Obviously, there is a multitude of concerns being treated in in-service education programs. That fact is a plus. The reports will certainly help anyone looking for ideas. On the other hand, the reports reflect disarray, a hodgepodge. In most programs, little attention is given to formulating a comprehensive concept of in-service education. Too often, objectives are narrow and unrelated to a larger purpose or rationale. The bulk of the programs are of short duration and attack a single topic. Most programs are either remedial--for example, they prepare teachers to deal more effectively with the critical problems of the disadvantaged, of making integration work, or of upgrading the teaching of skill subjects--or they introduce new wrinkles such as the inquiry approach, an emphasis on affective learning, or different arrangements of content. Such programs are undoubtedly needed, and the

reports indicate successful achievement of avowed purposes. (But are failures shunned or hidden? Is much missed by learning little about what doesn't work so well?) The approach is piecemeal. And the result is patchwork.

Only three ERIC entries deal with broader concerns, one with a framework,[1] a second with guidelines,[2] and a third with a rationale for planning and carrying out an in-service education program.[3] One lone report describes in-service education as career development that is a longitudinal mix of study and practice.[4]

Most of the programs focus on the teacher as an individual practitioner. Even though the in-service activity usually involves a group of teachers, the implicit expectation is "study together, but practice what you learn independently."

Very few programs seem to have based in-service activities on the needs of teachers, although a few resulted from teachers' analyses of video tapes of their own teaching, a needs assessment, or student evaluation of teacher performance. Most programs seem to have developed from purposes determined by administrators, other consultants, or an assumption that a popular innovation or current fad might be good for teachers. The latter are not necessarily poor sources of ideas or programs. However, when in-service programs are dictated and prescribed without consultation with teachers, we know that they are often resisted by teachers and usually result in only temporary change while the pressure is on.

The programs reported in the ERIC entries are sponsored singly or collaboratively by school districts, colleges and universities, intermediate school districts, regional laboratories, research and development centers, state departments of education, professional societies, teacher organizations, and a host of other public and private agencies. Many are supported by funds from the U. S. Office of Education. The largest number do not take place during the regular school day and are not a part of a teaching assignment. Very few programs focus on teaching performance- or competency-based teacher education. Where the latter term is used, the emphasis is on pupil performance or teacher participation in preservice teacher education; in both cases, the teacher is concerned about someone else's performance, not his or her own.

No program reported is comprehensive, dealing broadly with the professionalization of teachers in a full sense and taking into consideration the multiple roles of the practitioner in the following:

1. Planning and developing curriculum and accompanying instructional strategies;

2. Teaching students in terms of such planning;

3. Evaluating, immediately and over the long term, the impact of instruction and program;

4. Interacting with colleagues in broad curriculum planning, organizing a structure for schooling, communicating and evaluating within the school, and maintaining relationships with parents;

5. Relating to school administrators and supervisors, including devising appropriate and clear responsibilities for decision making;

6. Relating to other segments of the profession such as personnel in colleges and universities, state departments of education, regional educational laboratories, research and development centers, federal projects, and other groups and agencies;

7. Functioning as a member of teacher organizations, subject-matter associations, and professional and learned societies; and

8. Assuming broader professional responsibilities as a member of the teaching profession.

Describing the state of in-service education on the basis of 256 recent ERIC entries admittedly gives only a partial view of the subject. The entries are largely "fugitive" documents, those usually not included in other indexes and library catalogs. Moreover, very few of the reports deal with formal graduate study, where a large part of traditional in-service education takes place. Nonetheless, impressions gained from reviewing these entries seem to accurately characterize current practice, formal graduate study included. In fact, postbachelor's subdoctoral work in colleges and universities is more vulnerable to criticism than school-related in-service education because it purports to have order and purpose, yet it fails to contribute to the further professionalization of teachers. It may be noteworthy that the heavy, and often effective, involvement of colleges and universities in in-service programs is very often through an adjunct center rather than through the regular graduate program.

To criticize the current state of in-service education is not to indict it. With the haphazard attention in-service education has received, it is surprising that so many interesting programs are under way.

It seems a reasonable assumption that in the next decade, comprehensive programs of in-service education will get much greater attention because teachers desire to be more adequate, because the public is demanding that teachers stay current, because higher education and state departments are showing increased concern for this area, because federal support is probable, because in-service education is an essential next step to full professionalization of teachers, and most importantly, because it is the best way to improve the quality of schools.

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1. Alan B. Knox, In-Service Education in Adult Basic Education (Tallahassee: Florida State University, Division of Adult Basic Education, October 1971).

2. Signe E. Froberg, A Guide for the Development of an In-Service Education Program (Tampa: Florida Regional Medical Program, May 1971).

3. Jay Comras and Robert Masterman, "A Rationale for Comprehensive In-Service Programs," Clearing House 46, no. 7 (March 1972): 424-26.

4. John B. Karls, "Retrain To Retain" (Paper presented at the National Council of Teachers of English annual convention, November 1970, Atlanta, Ga.).

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American Institutes for Research. Model Programs: Childhood Education. Philadelphia Teacher Center, Philadelphia, Pennsylvania. Palo Alto, Calif.: the Institutes, 1970. 18 pp. ED 045 599.*

This booklet, one of a series of 34 on promising programs in childhood education prepared for the White House Conference on Children, December 1970, describes the Philadelphia Teacher Center--a staff development program which provides a place where teachers can make things for their classrooms and exchange ideas with others.

Bellflower Unified School District. Identifying Strengths of Effective Teachers and Training Them To Share These Strengths with Other Teachers. Final Report. Bellflower, Calif.: the School District, 1970. 109 pp. ED 041 845.

A one-year staff development project was conducted to develop in teachers a knowledge and acceptance of themselves as "persons who guide the learning of children as persons" and to train 20 exceptional teachers for leadership roles in the district. Significant outcomes included attitude improvement, reduction of anxiety, increased self-knowledge, implementation of new teaching methods, and establishment of a teacher sharing program.

Brown, Jeannette A., and others. Changing Culture Perceptions of Elementary School Teachers. ED Occasional Paper No. 9. Charlottesville: University of Virginia, School of Education, April 1972. 31 pp. ED 066 537.

The document discusses the Portsmouth Project, which attempted to develop a consciousness in teachers of how they acted in their own classrooms and of the effect their behavior had on the learning environment of children.

Carl, Michael E., and Larry W. Jones. "Some Preliminary Observations Regarding the Minnesota State Human Relations Requirement and Its Effect on In-Service Teachers." 1972. 10 pp. ED 083 202.

It was the task of this study to determine the effects of human relations training on teachers. The conclusions see the course experience as bringing some increased flexibility, increased awareness of behavior that needs changing, and increased sensitivity to colleagues and students.

*Unless otherwise indicated, all documents are available from the ERIC Document Reproduction Service in microfiche (MF) and "hardcopy" (HC), which is a xerographic reproduction. Price depends on the number of pages in the document. See p. 15 for ordering information.

Coleman, Peter. The Improvement of Aggregate Teaching Effectiveness in a School Divisi[illegible]. Occasional Paper No. 18. Winnipeg: Manitoba Association of School Trustees, December 1972. 37 pp. ED 074 047.

This document describes a model for improving teaching effectiveness, based on four behavioral dimensions: warmth, indirectness, cognitive development, and enthusiasm.

Comras, Jay, and Robert Masterman. "A Rationale for Comprehensive In-Service Programs." Clearing House 46, no. 7 (March 1972): 424-26.

The authors summarize the benefits to be derived from a comprehensive in-service program and include a recommended organizational chart.

Devore, Paul W. Variables Affecting Change in Inservice Teacher Education. Final Report. Morgantown: University of West Virginia, September 1971. 99 pp. ED 070 764.

This review of the literature on in-service teacher education focuses on the teacher as an individual in the process of change and on the variables necessary to promote change.

Eastern Washington State College. The Improvement of Education through the Use of Video-Tape in Programs for Those Preparing To Become Teachers and for In-Service Programs for Experienced Teachers. Cheney, Wash.: the College, 1971. 13 pp. ED 072 033.

The objective of this project was to improve the quality of education in preservice and in-service teacher education through a variety of video tape programs. Evaluation showed positive evidence that course goals and program objectives were accomplished to a greater degree than with previously used techniques.

Edelfelt, Roy A., and others. Teacher Desi[illegible] Reform in Tea[illegible]r Education through Teacher Association Negotiations. Washington, D.C.: National Foundation for the Improvement of Educatio[illegible], August 1972. 115 pp. ED 067 370.

The Reform in Teacher Education project was founded on the belief that teachers should and could be involved in reforming and managing in-service teacher education. The document describes the operation of the project and includes consultants' and evaluators' recommendations.

Froberg, Signe E. A Guide for the Development of an Inservice Education Program. Tampa: Florida Regional Medical Program, May 1971. 43 pp. ED 049 431.

The document proposes a process for developing an in-service education program, with suggested philosophy and objectives, as well as a four-step job instructor training method.

Gray, Donald J. The Lessons of Summer Institutes. Consortium of Professional Associations for the Study of Special Teacher Improvement Programs. April 1970. 31 pp. ED 061 113.

This report provides a broad overview of evaluation reports on summer institutes, with emphasis on ways of making such institutes more effective.

Houston Teacher Center. Restructuring Teacher Education. A Report of the Rationale, Objectives, and Activities of the Houston Teacher Center, 1970-1973. Houston, Tex.: University of Houston, College of Education, August 1973. 312 pp. ED 085 334.

This document describes the rationale and broad objectives of the Houston Teacher Center as they are cast against the broad cultural changes in today's society; it summarizes the activities of the Center; outlines efforts to change institutional perspectives on CBTE; and examines program development, evaluation of student competencies, and project evaluation.

Howell, Margaret Middleton. "The Impact of an Inservice Education Program on the Attitude and Behavior of Certain Teachers of the English Language in Pinellas County, Florida." Unpublished doctoral disseration, Florida State University, 1972. 142 pp. ED 080 991.

In a two-part study to determine if an in-service education program could change attitudes toward language and behavior in teaching language, 34 secondary English teachers took a graduate level linguistics course and participated in a four-day language workshop which included the writing of a language curriculum guide. Findings and recommendations are included.

Hrivnak, Joseph T. "The Use of Interaction and Feedback in an Inservice Education Model." Unpublished doctoral dissertation, University of Pittsburgh, School of Education, 1970. 118 pp. ED 050 036.

The paper describes a study designed to test a model of in-service education which used small-group interaction sessions and individual feedback to assist teachers in continuing their professional development. The subjects' evaluation indicated their belief that the model was most useful in assisting them in developing and refining teaching competencies.

Johnson, Lary. Teacher Released Time in Minneapolis Elementary Schools: An Evaluation 1971-72. Minneapolis, Minn.: Minneapolis Public Schools, Department of Research and Evaluation, July 1972. 17 pp. ED 084 296.

The document describes a program in which children were released from school early one day a week to allow elementary school personnel to participate in in-service training activities. Teachers' evaluation of the program and recommendations for its development are included.

Jung, Charles. "Instructional Systems for Professional Development." Theory Into Practice 11, no. 5 (December 1972): 278-84.

The Improving Teaching Competencies Program at the Northwest Regional Educational Laboratory is developing 24 instructional systems for the professional development of educators.

Karls, John B. "Retrain To Retain." Paper presented at the National Council of Teachers of English annual convention, November 1970, Atlanta, Ga. 11 pp. ED 052 207.

A suggested plan for improving the training of teachers for urban schools includes in-service and on-the-job activities, with both apprentice teachers and experienced teachers involved. The plan, extending for a full year, would require cooperation between a university or teacher education institution and one or more cooperating school systems, and it would allow the urban teacher to participate in and plan a continuing process of education suited to his particular situation.

Knox, Alan B. In-Service Education in Adult Basic Education. Research to Practice Series. Tallahassee: Florida State University, Division of Adult Basic Education, October 1971. 36 pp. Available from Florida State University, Research-Information Processing Center, Department of Adult Education, 920 West College Avenue, Tallahassee, Florida 32306. ED 079 587. Not available from EDRS.

The purposes of the monograph are (a) to present a general framework for developing in-service education, (b) to identify the crucial planning decisions, (c) to provide tested knowledge from scattered research reports, and (d) to suggest ways to interrelate knowledge and action in the planning of in-service education.

Moburg, Lawrence G. Inservice Teacher Training in Reading. Bloomington, Ind.: ERIC Clearinghouse on Reading; Newark, Del.: International Reading Association, 1972. 39 pp. ED 065 833.

This summary and evaluation of the research published from 1963 to 1970 deals with in-service teacher training in reading, with the major focus on a review of the research on what types of in-service education are needed and are most effective.

Mohr, Paul. Current Research and Development Efforts in Inservice Training and Curriculum Planning for Teacher Education. Washington, D.C.: Bureau of Educational Personnel Development (DHEW/OE), 1971. 161 pp. ED 083 148.

The need for and purpose of in-service training, including some goals and weaknesses in the teaching profession, are presented. Teacher training models, in-service programs for teachers of disadvantaged and economically deprived children, the relationship of innovations to technology, the

changing roles of teachers, performance-based teacher certification, and the role of evaluation are discussed.

Monahan, William G., and Howard E. Miller. Planning and Developing Inservice Education. Iowa City: University of Iowa, Iowa Center for Research in School Administration, 1970. 27 pp. ED 045 611.

A five-state study conducted by the University of Iowa has shown that teachers indicated that their chief requirement of an in-service program was to improve their teaching skills by updating their teaching techniques, being evaluated on the basis of performance rather than length of service, and being able to demonstrate productive performance. The document discusses the organizational strategies required in the establishment of a successful in-service program.

New Jersey Social Science Teachers Look at American Institutions. Princeton, N.J.: Opinion Research Corp., July 1973. 33 pp. ED 083 254.

This report presents conclusions on research in which 52 high school social science teachers explored the feasibility of combined instruction in economics and political science and discussed teacher attitudes towards workshops in social science.

Ritz, William C., and others. How To Conduct a Workshop. Syracuse, N.Y.: Eastern Regional Institute for Education, 1970. 210 pp. ED 065 486.

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Rubin, Louis J., ed. Improving In-Service Education: Proposals and Procedures for Change. Boston, Mass.: Allyn and Bacon, 1971. 284 pp. ED 052 154. Publishers's price: $9.50. Not available from EDRS.

This book offers an overview of the problems of professional growth, and attempts (a) to provide an understanding of the organizational conditions which are prerequisites for professional development and (b) to provide curriculum workers with a deeper insight into the connections between a course of study and the teacher who translates it into reality.

Snow, Richard E. A Model Teacher Training System: An Overview. Stanford, Calif.: Stanford University, Stanford Center for Research and Development in Teaching, August 1972. 18 pp. ED 066 437.

This report provides an initial overview of the Model Teacher Training System, which is a major goal of the Program on Teaching Effectiveness at the Stanford Center. The system is intended to focus on the training of public school teachers in skills generalizable across the content areas of science, mathematics, social studies, and English, for grades 3-12.

Spodek, Bernard. "In-Class Teacher Training for Open Education." Paper presented at the American Educational Research Association annual meeting, April 1972, Chicago, Ill. 6 pp. ED 063 043.

The dimensions of the advisory role and its relationship to teachers are discussed in relation to work carried out in the Open Education project at the University of Illinois.

Stemnock, Suzanne K. Professional Growth Credit for Educational Travel. ERS Circular No. 2. Washington, D.C.: Educational Research Service, 1971. 38 pp. ED 049 197.

This report examines the professional requirements that may be met by using educational travel as professional growth credit and also reports the policies of state departments of education.

Syropoulos, Mike. Evaluation of the Federally Assisted Staff Training (FAST) Project. Detroit, Mich.: Detroit Public Schools, October 1972. 82 pp. ED 077 849.

This project, designed for teachers in inner-city schools, covers eight phases: in-service consultant-leadership training, teacher behavior improvement workshops, workshops in microteaching, Title I staff training in simulated and problem-solving situations, black studies and materials development workshops, staff training for selected Title I components, goal setting in the classroom with the individual or small groups, and preschool in-service training.

White, William F. Tactics for Teaching the Disadvantaged. New York, N.Y.: McGraw-Hill Book Co., 1971. 281 pp. Publisher's price: $7.95. ED 063 438. Not available from EDRS.

This book treats the issues and advances in the preservice and in-service training of effective teachers of the disadvantaged, language improvement of disadvantaged children, and an information-systems approach in programs for the disadvantaged.

Wilson, Leon L., and others. A Guide for Conducting a Teacher Self-Improvement Program. Little Rock: Central Arkansas Education Center, June 1972. 91 pp. ED 079 259.

The guide details the organization of a program around seven units: (a) orientation, (b) the study of teacher/student behavior, (c) Flanders Interaction Analysis system, (d) analysis of classroom verbal interaction, (e) interpretation of the matrix, (f) instructional activities for video tape, and (g) evaluation.

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